



**St Peter's CEP School,
Cowfold.**

**Our Assessment Approach for
the Wider Curriculum.**

Introduction

St Peter's School, Cowfold has chosen to follow the Chris Quigley *Essentials* Curriculum and is using the depthoflearning.com philosophy to under-pin assessment in these subjects:

Art, D.T., Music, Geography, History, P.E.

The *Essentials* Curriculum includes all National Curriculum subjects and exceeds the requirements of the National Curriculum. **Computing** uses 'Teach Computing End of Unit Assessments' alongside a generic [depthoflearning](http://depthoflearning.com) approach for Chris Quigley *Essentials* Milestone Assessment Points.

For **Religious Education** we follow the assessment process that forms part of the Understanding Christianity and Emmanuel Teaching Resources.

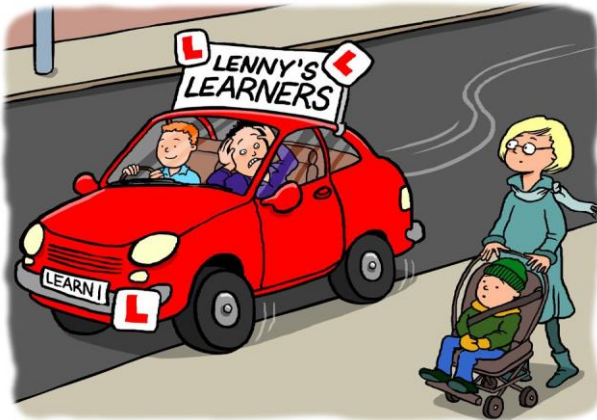
For some subjects the National Curriculum is more specific about expectations for the end of each year group. At St Peter's we use a Year Group by Year Group approach to assessing these subjects:

Maths, English, RSHE

Science uses a 'Milestone by Milestone' approach, similar to a Year by Year approach but modified due to logistics of coverage with mixed year classes.

The 2014 National Curriculum is designed around the concept of Mastery.

Think of Mastery being like the process of driving a car.



Novice or beginner
(BASIC)



Qualified
(ADVANCING)



Expert
(DEEP)

The *Essentials* Curriculum is broken down into 3 milestones.

In each milestone, pupils may demonstrate three levels of understanding of the content: **Basic**, **Advancing** and **Deep** learning.

These three levels of understanding represent 3 cognitive domains:



Basic

Low-level cognitive demand. Involves following instructions.

Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Deep

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

The diagram below shows progression through these cognitive domains within each milestone.



How do we know if a child is doing well?

There are three things you should ask:

- 1) What are the curriculum expectations for each child?
- 2) Is the child on track to meet expectations?
- 3) Is he or she making good progress?

Curriculum expectations

Children will cover curriculum content appropriate to their year group. There are three sets of curriculum content:

Year groups	Curriculum content
1 and 2	Milestone 1
3 and 4	Milestone 2
5 and 6	Milestone 3

By the end of Year 2, 4 and 6, it is expected that most children will have reached the Advancing stage of understanding within the appropriate Milestone. This means they will be confident in using and applying their knowledge and skills in a range of situations.

If a child reaches this stage of understanding before the end of Year 2, 4 or 6 he or she will not normally be moved into the next Milestone. Instead teachers will deepen his or her understanding by providing non-routine, rich sophisticated problems. This will challenge each child to inventively and creatively use and apply his or her knowledge and skills.

It is possible that a child may not reach the advancing stage of understanding by the end of Year 2, 4 or 6. The school will identify this possibility early and put in place the most appropriate provision to help each child to do the best they can. Even if a child does not reach the advancing stage of understanding by the end of Year 2, 4 or 6, he or she may still be making good progress.

When is a child on track to meet expectations?

A child will first develop a Basic then an Advancing and perhaps a Deep understanding of the curriculum content over two years.

See Appendix 1 for more details on how the Depth of Learning Approach works.